April 2022

USE OF INFORMATION RESOURCES AND SERVICES AMONG UNDERGRADUATES IN THE IBADAN LIBRARY SCHOOL, UNIVERSITY OF IBADAN

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By

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Abstract:

The use of information resources and services provided in the Library is paramount to undergraduates' educational activities. However, low use of information resources and services have been presumed among undergraduates hence the study examined the use of information resources and services among undergraduates in Ibadan Library School. The study population consisted of 144 undergraduates in the Ibadan Library School. Total enumeration was used. Questionnaire and interview guide were used for data collection and the data was analysed using descriptive statistics. The findings revealed that undergraduates use the library more during examination periods and hardly use the library outside examination periods. Respondents stated that they use the library information resources and services for assignments 95.1%, learning 92.6%, examination purposes 89.3%, class preparations 86.9% and for self-development, 86.1%. Poor Internet connectivity, small reading space, and epileptic power supply were the major challenges encountered the use of information resources and services, in Ibadan Library School. To further encourage the use of information resources and services among undergraduates, the Library space should be expanded to increase in the accommodating capacity of the library. the Library should employ more qualified hands to run shifts and reduce work overload on the few staff present in the library, also the Library should organise seminars and workshops to enlighten the undergraduates of the benefits of using the library information resources and services.

Keywords: Information Resources, Information Services, Library School, Undergraduate, Use.

Introduction

Library use as been defined as the act of perusing the library collection, requesting aid from library staff, locating the valuable information or information material, borrowing a book in the library, studying personal material in the library, as well as coming into the library or merely meeting with friends in the library (Atkin cited in Arua and Chikezie, 2006). Maduako (2013) positioned that effective use of library by patrons is expected to be the focal objective of establishing libraries especially in academic institutions. To achieve this objective, the librarians have to instruct the students on how to use the library. They have to familiarize the students with the techniques of library use and information retrieval. Guiding users on how to use the library has become necessary because of the tremendous increase in volumes of publications as well as the

resulting complexity of libraries and methods by which literature is organized and disseminated. Various types of information resources are house in the academic library ranging from various textbooks or text materials, journal and journal articles, magazines, newspapers, database and electronic resources among others

A textbook is a manual of instruction in any field of study; these textbooks are produced in response to educational institution demands. According to Reitz (2002) a textbook is a book edition that is specifically designed for use by students enrolled in a course of study or preparing for an examination on a subject or in an academic discipline, as opposed to the trade edition of the same title. Most textbooks are only available in print, and they make up the vast majority of university library collections.

A journal is a publication that is published at regular intervals, such as academic journals (including scientific journals); it is a serious, scholarly publication that is peer-reviewed. A journal, according to Aina (2004), is a channel for scholars to communicate research findings. It reports on the most recent developments in the subject, which is usually issued by a professional society or an association. A journal is a periodical dedicated to disseminating original research and opinion pieces on current developments within a specific discipline, sub-discipline, or field of study (for example, Journal of Clinical Epidemiology), typically published in quarterly, bimonthly, or monthly issues sold by subscription.

Journal papers are often written by the researcher. They are usually longer than typical magazine pieces and include a bibliography or list of works cited at the end. In scientific and social science journals, an abstract summarizing the article's substance normally comes before the text. The majority of scholarly journals are peer-reviewed. Scholars frequently use a current content service to stay up to date on journal publications in their areas of interest and specialization, Reitz (2002). Journals are basically used for researches but can also be consulted by undergraduates which make it relevant and inevitable information resources in a library.

Magazines are printed or electronic publications that are normally published on a regular basis. They are usually released on a regular basis and feature a wide range of topics. Advertising, a purchase price, prepaid subscriptions, or a combination of the three are used to fund them. The word "magazine" refers to a collection or storage location at its most basic level. Written publication is a collection of written pieces, which explains why magazine publications share the same word root as gunpowder magazines, artillery magazines, and guns magazines, all of which are published in languages other than English.

Reitz (2002) defined a magazine as a popular interesting periodical usually featuring articles on a variety of topics, produced by numerous authors in a non-scholarly tone. The majority of magazines have a lot of illustrations, advertising, and are printed on glossy paper. Articles are typically short (less than five pages), unsigned, and lack a bibliography or list of references for additional reading. The majority of magazines are published on a monthly or weekly basis." Magazines, according to Aina (2004), often feature written articles, images, and advertisements. They are typically popular journals that deal with sports, trips, fashion, and other topics. Magazines are useful for both reading and amusement, as well as providing information about current events. Magazines are useful information resources but it is unfortunate that most libraries do not acquire these resources into its collection regularly.

Newspapers, like magazines and journals are periodicals but newspapers are published daily. A newspaper is a serial periodical that contains news, editorial comment, regular columns, and letters to the editor, and is usually printed on newsprint and published daily, on particular days of the week, or weekly (Reitz, 2002). A newspaper is a periodical publication that contains news

and other useful items, and it is typically produced on low-cost, low-grade paper such as newsprint. Newspapers are usually published daily or weekly; news magazines, on the other hand, are published weekly but in a magazine format. News and feature stories on national and international news, as well as local news, are common in general-interest newspapers. Politics and personalities, business and money, crime, extreme weather, and natural disasters are all covered in the news, as well as health and medicine, science, and technology, sports and entertainment, society, food and cookery, clothing and home fashion, and the arts.

Reference materials are useful in answering questions. Any publication utilized by a reference librarian to provide authoritative information in response to a reference inquiry, including but not limited to reference books, catalogue records, printed indexes and abstracting services, and online bibliographic databases (Reitz, 2002). As a result, they are frequently held by libraries as non-circulating or restricted-circulation resources.

According to Aina (2004), reference materials are publications that provide a variety of information about any issue - be it an event or a person. They are not intended to be read from cover to cover, but rather to be examined as and when needed to provide information requested by a library customer. Almanacs, which contain precise facts, statistical data, tables of comparison information, and a well-organized list of basic reference material, are among them. Atlases are collections of physical, political, road, and/or thematic maps that are arranged in a logical order. Bibliographies are collections of information and materials that have a common characteristic, such as location, publication date, or subject. Dictionaries include words and other information such as origins, pronunciations, and definitions for a certain language. Directories are lists of persons and/or organizations of various types, with each entry containing information such as addresses, phone numbers, email addresses, and so on. Encyclopaedias are books that list a wide range of topics alphabetically and provide basic information for each entry (Reitz, 2002).

The acronym CD-ROM stands for "Compact Disc Read-Only Memory." A CD-ROM is a compact disc that can be read by a computer equipped with an optical drive. Because of this feature and their high capacity, CD-ROMs are a wonderful media format for retail software. The "ROM" component of the title signifies the data on the disc is "read-only," or cannot be edited or erased. Each disc can hold 650 megabytes of data, which is about comparable to 250,000-300,000 pages of text or 1,000 average-length books. Sound recordings, still or moving images, computer files, and text can all be stored on CD-ROMs. CD-ROMs are largely used in libraries to store bibliographic databases and full-text materials, such as dictionaries and encyclopedias and other reference works (Reitz, 2002).

Audio-visual materials are not in print format, it includes cassettes, CDs, DVDs, videotape, etc., Reitz (2002). A motion picture or video recording with a sound track, for example, or a slide presentation synchronized with audiotape in a media, are examples of audio-visual materials. To access the information, audio-visual resources on disc, film, magnetic tape, and digital forms require intervening technology; all audio-visual materials require another electronic medium to access.

A database is a massive, frequently updated file of multimedia data (bibliographic references, abstracts, full-text documents, directory entries, images, statistics, and so on) relevant to a given area or subjects, composed of data of standardized format structured for precision and flexibility of search and retrieval, and handled using database management system (DBMS) software Reitz (2002). The database producer creates the content, which is usually published in print and leased to a database vendor (for example, EBSCO, JSTOR, EMERALD PROQUEST, etc.) who offers digital access to the information after it has been transformed to machine-readable

form, usually on CD-ROM or via the Internet using proprietary search software. Catalogues, periodical indexes, abstracting services, and full-text reference resources are the most common databases used in libraries. They are acquired annually under licensing agreements that restrict access to registered patrons and library employees.

Undergraduates also need all kinds of information services through the availability of various kinds of information resources made available to them in the library. The type of information resources provided in the library should be current so that the library collection will be useful in the undergraduate academic pursuit. The understanding of the information resources used by the undergraduates will help the library to acquire regular and up-to-date information resources needed by these undergraduates. To complement the information resources provided in the library, the influence of adequate information services cannot be over emphasized.

Hamza and Ibrahim (2015) posited that library service is any act or activity carried out by an information provider to promote access to information resources, therefore information services are used to provide effective and efficient information resources. Aina (2002) identified two types of information services namely; the technical services and the readers services. These services are directly and indirectly offered, that is some services are carried out with close contact with the user while others are carried out behind the scene but both services helps in the easy delivery of information resources to the users.

Technical services are the activities that a library performs behind the scenes to process library collections. It also refers to those operations concerned with the acquisition and organization of knowledge, Reitz (2002). The procedures and activities of maintaining, developing, and supporting the library collection are the focus of technical services. Some services carried out are acquisition, cataloguing, classification, compilation of bibliographies and so on. Technical services are carried out by library professionals.

Readers' services are services responsible for the direct provision of information services to users. These services interact with the users not like "behind-the-scene" of technical services. The library user comes in contact with the staff of the library under the readers' services and even comes in close contact with the information resources already processed under the technical services Reitz (2002).

Readers' services are very crucial to the image of the library because no matter the efficiency of the library's technical services, it will be a complete failure if it cannot provide the needed readers' services, example of these services include circulating services, bibliographic instructions, users education/orientation services, current awareness services, inter-library loan services, information referral services, reprographic/photocopy services, exhibition and display, selective dissemination of information etc. Reitz (2002). The selected information services to be studied are; reference services, user education/orientation, internet services, reprographic/photocopy, lending, referral, selective dissemination of information, current awareness, compilation of bibliographies and exhibitions/displays.

Ranganathan In (Ranasinghe 2012), defined reference service as personalized services to each user in assisting him in pinpointing, comprehensively, and swiftly finding the documents answering his current interest. Reference services, according to Reitz (2004), are all the activities carried out by a qualified and experienced librarian assigned to the reference section of a library to meet the specific information needs of clientele (in person, by telephone, or electronically), including but not limited to answering substantive questions, guiding users in the choice and use of appropriate strategies for finding the information, undertaking searches on behalf of the clienteel, directing users to the location of an information material, assisting in the evaluation and

4

assessment of information, recommending patrons to outside resources when necessary, collecting reference statistics, and contributing to the development of the reference collection.

User education refers to the various programs of instruction, education, and exploration offered by libraries to patrons in order to help them effectively, efficiently, and independently use of the information resources and services to which these libraries provide access. User education is a lifelong process with no end in sight. When it comes to library activities, the users are illiterates. Because the collection libraries are so complex, they require some user education on how to access information resources and services. They must require aid and instruction in order to understand how to use and what services are offered, among other things (Instructions, Initiation and education) (Suleiman, 2012).

User education/orientation refers to bringing awareness to or guiding users about library facilities, collections, services, and so on. This form of guidance is especially important for new users. It is a set of activities aimed at raising library users' awareness of the immense importance of information in everyday life and encouraging them to seek information as and when they need it. It's also a procedure or software that alerts potential users to the availability of information resources (Kumar and Phil, 2009). User education refers to a variety of activities aimed at teaching users about information services, infrastructure, organization, collection, and search strategies in order to provide them with the necessary skills to make the best, most efficient, and independent use of the library's information resources and services (Ogunmodede and Emeahara, 2010; Maduako, 2013).

Lending services is the act by which a library loan its material to the library users. Interlibrary lending is a method in which a library lends items to a person indirectly through another library. In essence, it's a way for a library to expand its lending service to include materials made available by other libraries. Many libraries offer Information and Referral (I&R) services to assist people in obtaining relevant and accurate information to meet their specific needs. I&R services are traditionally offered by a professional specialist over the phone or through a face-to-face recommendation procedure, which requires solid interviewing and counseling abilities to succeed (Aina, 2004).

Selective Dissemination of Information is an information alerting service that keeps people updated about new advances in their fields of interest by sending out a list of citations to freshly published literature at regular intervals, depending on selected subjects of interest called profiles. Selective Dissemination of Information service is introduced because of the rapid growth of technological and social changes which requires that the relevant information be made instantly available to their users. It attempts to facilitate users' information retrieval and information filtering needs. Satyanarayana & Raizada (2014) noted that any effort made to bring current information to the notice of library users is termed as Current Awareness Services. Current Awareness Services is a system of services which ensures that all the likely information to influence or meet the need of a library user is made available to them in the right time and in a convenient form.

Exhibition and display is the act or practice of displaying collections, artifacts, or information to the public for the sake of education, enlightenment, or enjoyment. A public display of books, artefacts, items, and other things is referred to as an exhibition. Displays can be virtual or physical, and they can be of any size or duration; nevertheless, the focus of this study is on physical exhibitions. The term exhibition has been used over display because it is more inclusive; it encompasses both large-scale exhibitions and tiny shows. Libraries frequently use the display of resources from their collections to showcase their collections and services. Vendors and publishers

are asked to exhibit their products on a few occasions, typically during workshops, seminars, and book launches. Display and exhibition are governed by policies. Exhibitions and displays are programs that aim to capture the attention of readers and pique their curiosity in learning more (Asaolu, Fagbohun & and Osinulu, 2015).

Undergraduates attend an institution of higher learning with the aim of producing and to obtain a very good class of degree after their respective programme but sometimes, it depends on how well the student avail him/herself to use the information services and resources provided by the library. It is to this ended this study will investigate library use among undergraduates in Ibadan Library School, University of Ibadan.

Statement of the Problem

Undergraduates in Ibadan Library School are expected to make use of the available information resources and services provided by the LARIS Departmental Library, these resources include print and electronic resources while the services used include reference services (like answering users queries), provision of electronic resources among others in the pursuit of their academic activities. However, it has be observed that undergraduates in the Ibadan Library School especially those in some levels do not adequately use the Departmental Library despite its immerse benefits to their academic careers. The reason for lack of use however may be a result of some challenges faced by the undergraduates in the use of the Library such as lack of awareness of the resourcefulness of the library and staff to assist them with their academic task or their inability to understand the way knowledge is organised in the library despite orientation programmes and also inadequate communication technology infrastructure in the Faculty of Education building which makes the use of electronic resources difficult even in the Ibadan Library School domiciled in the Faculty of Education. The paper therefore investigated the use of Information resources and services among undergraduates in the Ibadan Library School.

Objectives of the Study

The main purpose of this paper was to investigate the use of information resources and services among undergraduates at the Ibadan Library School University of Ibadan. The specific objectives of the paper were to:

i.   ascertain the frequency of use of information resources and services among undergraduates of Library, Archival and Information Studies;
ii.   to investigate the purpose of which the information resources and services are used by undergraduates of Library, Archival and Information Studies;
iii.   examine the challenges faced by undergraduates in the use of information resources and services in Library, Archival and Information Studies departmental library.

Literature Review

Use of library information resources and library information services by undergraduates

Information accessibility and use are not always correlated with the availability of information resources and services. Use of library information resources is an important variable in providing high-quality services in various types of libraries. The use of information resources and services is critical to the success of any educational institution. Academic libraries provide knowledge and information resources for teaching, learning, and research in this respect. Academic libraries are quickly embracing and encouraging new methods of teaching and learning (Jamil, et al, 2013). There is an inevitable need for undergraduate to make use of the academic

libraries in the cause of their academic pursuit. Joint with the academic and research staff of the universities, undergraduates equally benefit from the use of academic libraries in their institutions.

Adeniran (2011) stated that academic libraries in universities serve two complementary objectives, they assist faculty and student curricular and research activities. Banting et al. (2008) also stated that academic libraries contribute significantly to the achievement of tertiary institution goals. They went on to say that without the services of libraries, academic institutions would struggle to meet the academic, intellectual, and information needs of staff and students. This is because library and information services have been identified as critical to successful research and teaching and learning.

Students' use of books and libraries in academic institutions is heavily influenced by lecturers attitudes toward the library, its function in the educational process, and how teaching staff promote and encourage students' use of the library through their own actions and teaching methods. Many research on academic library use have been conducted, Alade, Iyoro and Amusa, (2014) opined that to be effective, academic libraries must investigate the critical interaction between libraries and their users, focused on establishing and managing dependable resources and services.

Physical information resources and the people who staff them cannot replaced by digital resources, hence both kinds of information require continual financing (Warwick et al 2008). Academic libraries collect both print and electronic information resources, such as books and journals, to assist teaching, learning, and research, as well as to allow knowledge dissemination. This shows why a variety of information systems have been established to support and promote users' effective use of recorded information in all formats (Lamptey 2010).

According to Adeyemi (2010), student expectations and needs of the library are reflected in their use of library information resources. Writers have expressed worry about results indicating that academic libraries were largely underutilized, that many students never accessed their libraries, or that they were solely used for study purposes. It was discovered that a concerning amount of students did not visit the library at all. Mays suggested that libraries were underutilized by undergraduates because lecturers did not encourage or reward library usage, that students frequently had little need to use their libraries, and that library use may be extraneous to success in academic programs for those who do use the library.

The importance of information and communication technology (ICT) in the effective use of libraries has been emphasized in the literature, particularly in academic libraries. According to a survey, students prefer to use online resources and e-mail above other resources. In order of importance, other electronic information resources used by students include CD-ROM, e-Journal, and so on. Electronic resources, both inside and outside the library, can provide access to a wealth of academic knowledge. This could explain why they are more popular than other resources. However, a lack of computer and IT abilities, as well as time constraints, limited access to computer terminals, and excessive information retrieval via electronic resources, frequently hinder from doing job. Users may be discouraged from using electronic information resources as a result of these difficulties. According to this, the effectiveness of online searching is dependent on the user's or information scientist's capacity to execute the search in the best possible method (Ojo and Akande, 2005; Ezekwe, 2019).

The advent of the twenty-first century, more students are surfing the Internet for knowledge rather than navigating through information resources, as it is less complex and more widely available. Still, students who use the library on a daily basis understand that libraries provide resources that are more complete and scholarly than most webpages, which are also not freely

7

available or may not be available at all. Academic libraries have subscriptions to e-journals that can provide access to good papers in the needed studies but are not available through other search engines (Shrestha, 2008).

Several factors influence how information resources are used in various organizations. Uhegbu (in Buhari 2016) agreed that information demand and utilization are influenced by elements such as research, job performance, examination, leisure/recreation, issue solving, awareness, and education. This means that the library user will use information resources to improve their academic performance, either through in-depth research or recreational reading. Librarians have yet to have an impact on students, according to research. According to the study, the presence of librarians who teach students how to use libraries has had little impact, as evidenced by students' inability to use catalogues and indexes as library access points in their first year at universities. Friendly personnel, as well as the willingness of library staff to assist customers in obtaining essential items from within the library or through inter-library loan, will encourage users to use the library and, more importantly, will boost users' satisfaction with information services. Gohain (2013) investigated the use of information resources by University of Kalyani students and discovered that guidance in the use of information resources and services was required to assist students in meeting their information needs. They also discovered that journals, text books, and lecture notes were the most popular sources of information for the students. They proposed that the most recent editions of textbooks and reference materials be added to the library collection, and that users be taught on how to use the library's resources.

Bhatti, Batool, and Malik (2013) studied library use by Library and Information Science students at Islamia University of Bahawalpur. A semi-structured questionnaire was used to collect data. According to their findings, kids visited the library once a week on average. They mostly used information resources and services to read books, complete class tasks, and prepare for tests. According to Alade, Iyoro, and Amusa (2014), librarians' primary duty is information distribution. As a potential educational force, the library has a unique position. For this job, library holdings are structured so that users may get the most out of them. The success of a library as an educational tool is defined by its ability to provide the user with the knowledge he or she seeks. Nkamnebe, Udem and Nkamnebe (2014) in their study on evaluation of the use of university library resources and services by the students of Paul University, Awka, Anambra State, they found out that only 6.5% of the respondents use the library while a significant 22.1% of the respondents hardly use the library.

According to Folorunso and Njoku (2016), university libraries are tasked with providing information services to users while operating in a changing academic environment. As a result, librarians must communicate with library users, faculties, departments, and lecturers in order to support efficient teaching, learning, and research in universities. These issues necessitate the provision of user-friendly services and facilities by university libraries. One of the key goals of any information system – library included – is to supply precise, exhaustive, and speedy information service to its users, emphasizing the critical function of a library to its clientele.

Onwudinjo, Ogbonna and Nwadiogwa (2015) in their study on utilization of Law Library collections for improving academic performance by undergraduate Law students of Nnamdi Azikiwe University, Awka they found out that 75.8% of the respondents use the library for examination preparation, 66.7% use it to report cases, while 48.5% to supplement lecture notes (learning) and 45.5% use the library for writing assignment. In their study on utilization and user satisfaction of Public Library services in South-West, Nigeria in the twenty-first century, (Ikenwe

and Adegbilero-Iwari 2014) discovered that the majority of library users, 77.7 percent, visit the library to read for examination while 76.9 percent visit the library to obtain general information.

Obinyan, Obinyan, and Aidenoji (2011), reported that training and retraining of library employees on a regular basis is vital in order for them to stay relevant to the requirements of their communities. The quality of the library collection has a direct impact on the quality of service and user satisfaction since collection development not only assists in catering for demands, but also in building a cohesive and reliable collection over a period of years to achieve the library service's objectives. Academic libraries must offer relevant and high-quality information resources in both print and electronic formats in order to deliver adequate and qualitative services.

The library can best fulfill its duty by implementing a policy of regular self-evaluation in order to be aware of its users' changing demands. Students' academic work suffers as a result of an inability to fully utilize information resources. Satisfying the demands of users in academic libraries should be the academic goal of libraries and librarians. Librarians and library administrators are expected to offer their users with the highest quality service possible. Alade, Iyoro, and Amusa (2014) concluded that efforts to assess students' library use have focused attention on the library and its position as a potential educational force. The library contains a wealth of information, and the value of information in all human endeavors is becoming overwhelming in this age of information technology. Because information is now utilized to gauge a nation's worth, information-rich countries are also economically wealthy when employed properly.

Challenges in the uses of information resources and services by undergraduates in academic libraries

Undergraduates face numerous hurdles when it comes to using library information resources and services. The most difficult task for the library profession in this electronic age is remaining relevant to its users through the deployment of new technology to libraries for the easy provision of information resources and services. This environment of teaching, learning, and research is rapidly evolving. As a result, university libraries must preserve their role as a crucial partner in knowledge distribution and research promotion by understanding, predicting, and stressing the issues in their respective fields. On the other hand, this challenge provides opportunity for libraries to increase service quality in order to better support academic and research activity (Khan, Bhatti, Khan and Ismail, 2014). Many patrons are unaware of the different services provided by libraries, as well as the comfort and convenience they provide. According to Tella and Ojo (2012), one of the purposes of libraries and information centers is to please their users. To reach this goal, libraries and information centers must understand their users' needs and how to best address those needs.

Academic libraries in Ghana face the following challenges, such as: increasing material costs and limited budgets (which limit the amount of materials that can be acquired), old and outdated library materials, increasing student numbers, insufficient staffing, a trend toward student-centered learning, and a lack of infrastructure and skills required to access information in the digital environment (Agyen-Gyasi, Lamptey, and Frempong, 2010). Academic libraries in Ghana face a slew of issues, both inside and outside the institutions they serve. A number of changes in the higher education sector have occurred in recent years, putting pressure on the traditional role of the academic library. They believe that putting the user first is one of the most important difficulties that librarians at all levels and in all types of libraries face today.

Conventional information resources have now evolved from paper form to include electronic resources, and the nature of students has evolved to include a variety of forms and modes, including distant learners with varying needs and expectations; student numbers have increased by more than 200 percent over the last 15 years, but this has not been mirrored by a relative increase in the number of Library and Information Services (LIS) staff (Agyen-Gyasi, Lamptey and Frempong, 2010); inflation in the cost of printed materials; an increase in the number of academic publications; a decrease in the library budget (as a percentage of the total institutional budget); changes in teaching and learning methods, with a greater emphasis on student-centered learning and technological advancements. Indeed, librarians' jobs have evolved tremendously, regardless of the institution where they work.

Agyen-Gyasi, Lamptey and Frempong (2010) opined that academic libraries are finding themselves in a precarious position. In spite of inadequate resources to acquire and deliver information the availability of information is proliferating. Academic libraries in Ghana are facing additional pressure of rampant inflation of journal prices and an explosion in the amount of information available. Traditional library processes and structures are proving inadequate to respond quickly enough to this rapidly changing technological environment. Change is not only desirable but also mandatory. How to manage and direct change, and internalize continuous change into the culture of the academic library is a challenge faced today by library administrators and managers in Ghana and elsewhere.

Gavgani, Shokraneh & Shiramin (2011) concluded that librarians do not have traditional skills and sufficient background knowledge to meet the changing needs of their customers. They need to be empowered by new skills and information before going to empower their patrons. So there must not be a gap between librarian's professional/technological knowledge and their societies informational need that to be answered by librarians. Need for changing the syllabus of medical library and information science education in Iran was also felt. A restricted library hour is another major constraint cited by students as a key factor hindering them from using academic libraries. For instance, in the study areas surveyed some of libraries had no standard time for opening library and some were opened for short period of time (Bernard and Dulle, 2014).

Iwhiwhu and Okorodudu (2012), also identified factors that can hinder the use of library information resources and services: lack of infrastructure, lack of adequate finance. Agyen-Gyasi, Lamptey and Frempong (2010) noted that librarians working at the reference desks find themselves continuing to provide traditional references services, but doing so with a new range of electronic tools. Although these resources allow for a vast increase in the amount of information, they also create anxiety. Library users also continue to have increased expectations about materials available in and/through the library. Library users are more casual about library use. They want faster delivery of information through interlibrary loan and document delivery. They do not accept the fact that finding an item in an index is no guarantee that the material is in the library. Users' expectations are high expecting that library staff will provide them with the one-on-one help they need in order to use technology more effectively.

Another challenge recognized by Agyen-Gyasi, Lamptey and Frempong (2010), facing academic libraries is the networked environment. The rapid growth of information and communication technologies (ICTs) has changed the way academic libraries operate today. Academic library collections are gradually changing from print only materials into multiple format and media. In particular, the advent of e-books and Internet has significantly changed the information landscape. These technologies require greater responsibility of the academic librarians

in order to manage services, which offer the users a carefully selected mix of varied information formats and media.

Methodology

The research design adopted for this study is the descriptive survey. Descriptive survey provides accurate description or picture of a particular situations or phenomenon at one or more points in time. It helps to describe the extent of a problem to be investigated and indicates it widespread. The population for this study consists of 144 fulltime undergraduates who have spent at least a session in the Department of Library, Archival and Information Studies, University of Ibadan during the 2015/2016 session because they have had enough interaction with the LARIS Departmental Library.

Table 1: Study population of undergraduates in LARIS in the 2015/2016 session

Level	Total Number of Students
200 (UTME)	**43**
300	**41**
400	**60**
Total	**144**

Source: LARIS departmental general office, 2016

Total enumeration was used. The research collection instruments were structured questionnaire for undergraduates in the Library School and Interview guide for staff in the Library. The questionnaire were collected, coded and analysed. The statistical package for the social sciences (SPSS) was used for the analysis. Descriptive statistics such as frequency and percentages were used to analyze research questions.

Results

The results on the frequency of use of information resources among undergraduates at Ibadan Library School are indicated below,

Table 2: Frequency of use of information resources by the undergraduates in LARIS department

	200 Level										300 Level										400 Level									
	Daily		Weekly		Monthly		Occasionally		Never		Daily		Weekly		Monthly		Occasionally		Never		Daily		Weekly		Monthly		Occasional		Never	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Textbooks in LIS education	8	22.9	9	25.7	3	8.6	15	42.9	-	-	7	24.1	5	17.2	4	13.8	13	44.8	-	-	5	8.6	15	25.9	7	12.1	27	46.6	4	6.9
Journals in LIS education	5	14.3	7	20.0	3	8.6	14	40.0	6	17.1	5	17.2	4	13.8	4	13.8	14	48.3	2	6.9	3	5.2	6	10.3	7	12.1	31	53.4	11	19.0
Magazines	8	22.9	5	14.3	2	5.7	9	25.7	11	31.4	6	20.7	2	6.9	3	10.3	11	37.9	7	24.1	5	8.6	3	5.2	4	6.9	24	41.4	22	37.9
Newspapers	6	17.1	8	22.9	1	2.9	10	28.6	10	28.6	6	20.7	-	-	5	17.2	9	31.0	9	31.0	4	6.9	3	5.2	4	6.9	20	34.5	27	46.6
Reference materials in LIS	7	20.0	10	28.6	3	8.6	11	31.4	4	11.4	6	20.7	2	6.9	7	24.1	11	37.9	3	10.3	2	3.4	10	17.2	10	17.2	25	43.1	11	19.0
CD-ROMs	2	5.7	8	22.9	-	-	9	25.7	16	45.7	3	10.3	5	17.2	3	10.3	4	13.8	14	48.3	1	1.7	3	5.2	4	6.9	13	22.4	37	63.8
Audio-Visual materials	6	17.1	4	11.4	2	5.7	7	20.0	16	45.7	2	6.9	3	10.3	6	20.7	6	20.7	12	41.4	1	1.7	3	5.2	5	8.6	9	15.5	40	69.0
LARIS library "project" bibliographic database	4	11.4	6	17.1	-	-	12	34.3	13	37.1	3	10.3	6	20.7	4	13.8	9	31.0	7	24.1	1	1.7	6	10.3	3	5.2	17	29.3	31	53.4
LARIS library "textbook" bibliographic database	5	14.3	6	17.1	3	8.6	10	28.6	11	31.4	3	10.3	6	20.7	2	6.9	10	34.5	8	27.6	2	3.4	2	3.4	4	6.9	12	20.7	38	65.5
Online resources such as e-books	5	14.3	4	11.4	3	8.6	13	37.1	10	28.6	2	6.9	3	10.3	8	27.6	6	20.7	10	34.5	4	6.9	4	6.9	3	5.2	17	29.3	30	51.7

From Table 2 textbooks in LIS education was used occasionally with a response rate of 15(42.9%) in 200 level, 13(44.8%) in 300 level and 27(46.6%) in 400 level, also journals in LIS education was used occasionally with the response rate of 14(40.0) in 200 level, 14(48.3%) in 300 level and 31(53.4% in 400 level while 14(48.3%), 37(63.8%) of the respondent in 200, 300 and 400 level respectively stated that they have never used the CD-ROMS, also respondents in 200 level 16(45.7%), in 300 level 12(41.4%) and in 400 level 40(69.0%) stated that they never used the audio-visual materials.

Table 3 reveals the frequency on the use of information services among undergraduates at Ibadan Library School.

Table 3: Frequency of use of information services by the undergraduates in LARIS Department

	200 Level										300 Level										400 Level									
	Daily		Weekly		Monthly		Occasionally		Never		Daily		Weekly		Monthly		Occasionally		Never		Daily		Weekly		Monthly		Occasionally		Never	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Reference services	8	22.9	10	28.6	5	14.3	9	25.7	3	8.6	7	24.1	4	13.8	4	13.8	12	41.4	2	6.9	5	8.6	13	22.4	3	5.2	31	53.4	6	10.3
user education/orientation	7	20.0	10	28.6	3	8.6	9	25.7	6	17.1	3	10.3	7	24.1	4	13.8	11	37.9	4	13.8	6	10.3	8	13.8	5	8.6	31	53.4	8	13.8
Internet services	5	14.3	10	28.6	4	11.4	8	22.9	8	22.9	4	13.8	2	6.9	6	20.7	9	31.0	8	27.6	8	13.8	8	13.8	2	3.4	16	27.6	24	41.4
Reprographic/photocopying services	7	20.0	6	17.1	3	8.6	8	22.9	11	31.4	2	6.9	4	13.8	4	13.8	8	27.6	11	37.9	3	5.2	5	8.6	2	3.4	13	22.4	35	60.3
Lending services	6	17.1	6	17.1	5	14.3	12	34.3	6	17.1	5	17.2	3	10.3	4	13.8	12	41.4	5	17.2	4	6.9	8	13.8	3	5.2	30	51.7	13	22.4
Referral services	7	20.0	6	17.1	5	14.3	9	25.7	8	22.9	6	20.7	3	10.3	3	10.3	8	27.6	9	31.0	1	1.7	9	15.5	4	6.9	22	37.9	22	37.9
Selective dissemination of information	4	11.4	7	20.0	6	17.1	9	25.7	9	25.7	2	6.9	7	24.1	3	10.3	6	20.7	11	37.9	4	6.9	3	5.2	9	15.5	20	34.5	22	37.9
Current Awareness services	8	22.9	6	17.1	2	5.7	12	34.3	7	20.0	4	13.8	3	10.3	7	24.1	6	20.7	9	31.0	2	3.4	4	6.9	8	13.8	23	39.7	21	36.2
Compilation of Bibliographies	4	11.4	5	14.3	6	17.1	13	37.1	7	20.0	1	3.4	4	13.8	6	20.7	7	24.1	11	37.9	2	3.4	4	6.9	6	10.3	22	37.9	24	41.4
Exhibitions and displays	5	14.3	5	14.3	5	14.3	12	34.3	8	22.9	2	6.9	2	6.9	4	13.8	7	24.1	14	48.3	2	3.4	5	8.6	5	8.6	15	25.9	31	53.4

Table 3 revealed that reference services, user education/orientation and internet services were used weekly by respondent in 200 level, while lending services was used occasionally and respondents in 200 never used reprographic/photocopying services. Among the 300 level students, they used reference services and lending services occasionally, while they never used reprographic/ photocopying services and selective dissemination of information. Respondents in 400 level used reference services and lending services occasionally, while they never used reprographic/ photocopying services and exhibitions and displays.

Table 4 and 5 shows the statistics of users of the library and how the use printed resources in the library between June and October 2016 been the time of research. Table 4 presents information on the daily statistics of users using the library daily between June and October 2016 while Table 5 revealed statistics obtained from June to October 2016 on the actual user and total number of books used from the reserved section of the Departmental Library.

Table 4: Daily statistics of users between June and October 2016

Month	100 level	200 level	300 level	400 level	Total
June	75	143	32	73	323
July	39	42	27	126	234
August	04	03	01	55	63
September	52	114	50	69	285
October	133	184	120	71	508
Total	303	486	230	394	1413

Source: LARIS library daily statistics book at the circulation 2016

From Table 4, findings revealed that three hundred and twenty three (323) undergraduates came in to use the library in the month of June, in July two hundred and thirty four (234) undergraduates came in to use the library, only sixty three (63) undergraduate student used the library in August because of the two weeks semester break during this month, while two hundred and eighty five (285) undergraduate used the library in September, a very high number of undergraduates were found to use the library in October because of the approaching examination with a total of five hundred and eight (508) undergraduates using the library at this month. From table 4.8 it was found out that between June and October, 200 level students were the highest user of the library with a total of four hundred and eighty six (486) students using the library and this and be accounted for why the level have more first class that any other undergraduate level in the department, 400 level follows with a total of three hundred and ninety four (394) students using the library and this is majorly because of the project work and research these categories of students are carrying out.

Table 5: **Actual Users and Total Number of Books Used from the Reserved Section of the LARIS Library from June – October 2016**

Month	100 level		200 level		300 level		400 level		Total	
	User	No of Books	User	No of Books	User	No of Books	User	No of Books	User	No of Books
June	6	5	5	5	-	-	19	27	30	37
July	1	1	4	4	1	1	29	35	35	40
August	-	-	-	-	2	2	2	3	4	5
September	4	5	34	40	16	25	3	3	57	73
October	55	40	16	23	18	14	11	12	100	89
Total	66	51	59	72	37	42	64	79	226	245

Source: LARIS library In-House Loan Register 2016

Table 5 shows that 400 level students used more books than the other levels, this may be because of their project work and assignments given during the session. The table also revealed that students in all levels used the library more in October and used more books and this could be because of the approaching examinations as at that time. 400 level students used the library books more at July while 200 students level used the library books more in September and October. There was low use of books at August because of the semester break during this period.

Findings on the frequency of use of information resources and services among undergraduates in Ibadan Library School, revealed that undergraduates in 300 level in the LARIS Department do not frequently make use of the information resources and services available in the library as expected this may be as a result of limited space in the library which cannot accommodate lots of students at a time. It was found that undergraduates in 200 level used reference services more than other levels, this may be because they are relatively new to the system of the library. This was supported by Nkamnebe, Udem and Mkamnebe (2014) in their study on evaluation of the use of university library resources and services by the students of Paul University, Awka, Anambra State, they found out that only 6.5% of the respondents use the library while a significant 22.1% of the respondents hardly use the library.

The results on the purpose of use of information resources among undergraduates at Ibadan Library School are indicated below,

Table 6: Purpose of use of information resources and services by the undergraduates in LARIS department.

Purpose of use of information resources and services	200 Level				300 Level				400 Level			
	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
Class preparations	32	91.4	3	8.6	24	82.8	5	17.2	50	86.2	8	13.8
Assignments	33	94.2	2	5.7	28	96.6	1	3.4	55	94.8	3	5.2
Learning	34	97.1	1	2.9	28	96.6	1	3.4	51	87.9	7	12.1
Project work	24	68.6	11	31.4	23	79.3	6	20.7	48	82.8	10	17.2
Group discussion	24	68.6	11	31.4	16	55.2	13	44.8	42	72.4	16	27.6
Personal research	26	74.3	9	25.7	23	79.3	6	20.7	46	79.3	12	20.7
Seminar preparation	25	71.4	10	28.6	18	62.1	11	37.9	32	55.2	26	44.8
Examination purpose	30	85.7	5	14.3	25	86.2	4	13.8	54	93.1	4	6.9
Self-development	32	91.4	3	8.6	23	79.3	6	20.7	50	86.2	8	13.8
Leisure and recreation	25	71.4	10	28.6	20	69.0	9	31.0	37	63.8	21	36.2
Studying since it is a quiet place	30	85.7	5	14.3	24	82.8	5	17.2	40	69.0	18	31.0

Table 6 revealed that respondents in 200 level used the information resources and services in the Departmental Library majorly for class preparation, assignments, learning and self-development, among the 300 level students' information resources and services were used majorly for assignments and learning purposes while in 400 level they were use majorly for assignments and examination purposes. The revealed that most of the undergraduates across all levels use the library for assignments, learning, examination purpose, class preparations and for self-development, this findings is in line with Bhatti, Batool, and Malik, (2013) who conducted a study on the use of library by the Library and Information Science students at the Islamia University of

Bahawalpur. The data was collected with a semi-structured questionnaire. Their study reported that by average, students visited the library once a week. They used information resources and services mainly for reading books, doing class assignments, and preparing for exams.

Onwudinjo, Ogbonna and Onwumbiko (2015) in their study on utilization of Law Library collections for improving academic performance by undergraduate Law students of Nnamdi Azikiwe University, Awka they found out that 75.8% of the respondents use the library for examination preparation, 66.7% use it to report cases, while 48.5% to supplement lecture notes (learning) and 45.5% use the library for writing assignment. Ikenwe and Adegbilero-Iwari (2014) in their study on utilization and user satisfaction of Public Library services in South-West, Nigeria in the 21st Century, they found out that majority of library users 77.7% visit the library to read for examination while 76.9% of the users visit the library with the purpose of obtaining general information. Folorunso and Njoku (2016) also on their study on influence of library environment and user education on undergraduates' use of library at the University of Ibadan, Nigeria, in their study they found out that 93.5% use the library to study and read for examination and 82.9% use the library to find materials for assignments.

Findings on the challenges faced in the use of information resources among undergraduates at Ibadan Library School are presented below,

Table 7: Challenges faced by the undergraduates in the use of information resources and service in LARIS department

Challenges	200 Level				300 Level				400 Level			
	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	F	%	F	%	F	%	F	%	F	%	F	%
Lack of easy access to information services	11	31.4	24	68.6	14	48.3	15	51.7	20	34.5	38	65.5
Lack of library use skills on my part as a user	8	22.9	27	77.1	12	41.4	17	58.6	11	19.0	47	81.0
Poor attitude of library staff in rendering services	10	28.6	25	71.4	11	37.9	18	62.1	24	41.4	34	58.6
Improper handling of library materials by students	14	40.0	21	60.0	16	55.2	13	44.8	29	50.0	29	50.0
Irregular power supply	26	74.3	9	25.7	17	58.6	12	41.4	38	65.5	20	34.5
Obsolete library materials provide on the open shelves	19	54.3	16	45.7	23	79.3	6	20.7	33	56.9	25	43.1
Improper shelving of library materials	11	31.4	24	68.6	12	41.4	17	58.6	26	44.8	32	55.2
Inadequate professional library staff	7	20.0	28	80.0	13	44.8	16	55.2	26	44.8	32	55.2
Inadequate information resources	13	37.1	22	62.9	16	55.2	13	44.8	38	65.5	20	34.5
Lack of awareness of services	18	51.4	17	48.6	19	65.5	10	34.5	39	67.2	19	32.8
Lack of multiple copies of materials	25	71.4	10	28.6	19	65.5	10	34.5	40	69.0	18	31.0
Poor or no internet services	28	80.0	7	20.0	21	72.4	8	27.6	44	75.9	14	24.1
Small reading space	21	60.0	14	40.0	20	69.0	9	31.0	44	75.9	14	24.1
Bad Lighting	16	45.7	19	54.3	16	55.2	13	44.8	27	46.6	31	53.4
Poor Ventilation	13	37.1	22	62.9	8	27.6	21	72.4	24	41.4	34	58.6

Findings from Table 7 revealed that irregular power supply, poor or no internet services and small reading space were challenges commonly faced by 200 level students in the library, also, among the 300 level students they face challenges such as, improper handling of library materials by students, irregular power supply, lack of awareness of services, poor or no internet services and small reading space and among the 400 level, irregular power supply, lack of awareness of services, poor or no internet services and small reading space were challenges they faced in the library. Respondents across all levels stated that lack of easy access to information services, lack of library use on their part as a user and poor attitude of library staff in rendering services were not challenges they faced in the library.

The major challenges undergraduates encounter in the use of information resources and services in LARIS Departmental Library were poor or no internet services, lack of multiple copies of some information materials, small reading space, irregular power supply, obsolete materials on the open shelves (though the library carried out weeding process during the cause of this study to give room for new and current information materials. This findings corroborated Nkamnebe, Udem Nkamnebe (2014) in their study on evaluation of the use of university library resources and services by the students of Paul University, Awka, Anambra State, they found out that students agreed that little or no resources was available in the library, Onwudinjo, Ogbonna and Onwumbiko (2015) in their study listed lack of internet services to students in the library and inadequate materials as challenges facing the library, also Folorunso and Njoku (2016) listed that most of the library collections were outdated and not current, poor lighting due to epileptic power supply, and low awareness of the information resources and services available as challenges facing undergraduates in the use of these information resources and services provided in the library.

However, lack of computer and IT skills, time consuming, limited access to computer terminal and too much information retrieval, using electronic resources, often detracts from doing work (Ojo and Akande, 2005).

From the conducted interview, the major challenge highlighted by the library staff is funding, it was found that the library has no budget separated for the running of the library and also the department acquires information resources for the library, also the electricity supply in the library is not good enough, the power surge that happen sometimes has done damages to electronic appliances in the library like the UPS. Another challenge is in the issue of the library been understaffed, the library staff said that before now there were six (6) library officers and a librarian running shift in the library but now the library only have two library officers running shifts and a librarian hence there is a greater workload on the library staff, this is also affected by the need for training of library staff. The staff undergoes regular library trainings to improve their work areas and this slows down the rate of action in the library. Not enough reading space is another challenge the library faces in its provision of information resources and services in the library, the library staff stated that the space made available for students when the library school started and have few students is the same space available for undergraduates, about four (4) masters programmes students and also those in the PhD category, so there is limited reading space to accommodate all. Finally the internet service made available in the faculty is not strong for students to use in the library even though occasionally some students get access in selected areas in the library which enables them be on the university portal but it is not strong and reliable in the library.

Conclusion and Recommendations

The study found that undergraduates used the information resources in the library especially in print format and also used the information services provided in the Ibadan Library School Library, Textbooks and journals were used often by the undergraduates. However, 200 level and 300 level students used textbooks more to complement their classwork and do their assignments. 400 level students on the other hand prefer journals and electronic resources like LARIS Library project bibliographic database and LARIS Library textbook bibliographic database on the WINISIS platform for their project work. LARIS library textbook and project database can be accessed by students on special request. User education/orientation service was provided to students after some weeks of their admission into the Department. Also, one on one method of user education is a daily routine in the library as students can approach the librarians for issues about their academics. The library also loan out information materials to students within and without the library space. Lastly, the Departmental librarian and the supporting staff provide reference services like online searching, database searching, checking out past research projects as the case may require, answering users question and many more. The finding revealed that the library was housed in a small area, the library space should be expanded to increase in the accommodating capacity of the library. Findings also revealed that the library is understaffed and as such, the library should employ more qualified hands to run shift and reduce work overload on the few staff present in the library. There would be more library operation hours if shifts are ran in the library. Finally, the Library should organise seminars and workshops to enlighten the undergraduates of the benefits of using the library information resources and services, lecturers should also be encourage to refer their students to the library to make use of these new resources and services.

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